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ABSTRACT

This paper reports on the external evaluation of a project to expand existing services in the Orange County (Florida) school district to handicapped students with limited English proficiency (LEP). Major goals of the project include development, demonstration, and packaging of methods, procedures, and materials for identifying, placing, and instructing LEP students; and developing, demonstrating, and packaging personnel and parent training components. The evaluation design consisted of a process evaluation to assess the extent to which the project achieved its objectives during the first 2 years and a product evaluation to assess student performance. Feedback from use of an evaluator checklist resulted in more efficient use of classroom time through increased time on task, broader use of teacher aides, and greater use of the second language. Attachments include a program evaluation checklist, a policy on providing exceptional education services to LEP students, other administrative forms, and eight figures. (PB)

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UTILIZING EVALUATION FEEDBACK IN THE EXPANSION OF A PROGRAM FOR HANDICAPPED LEP STUDENTS

BY

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SAN FRANCISCO, CALIFORNIA
MARCH 1989

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DESCRIPTION OF THE PROJECT

Orange County Public Schools serves approximately 90,000 students in greater Orlando area. Approximately 8% of the total school population is Hispanic. The district provides bilingual services K-8 and ESOL services K-12 to students who are limited in English proficiency (LEP). Services to handicapped and gifted students are provided through the Department of Student Services and Exceptional Education.

Bilingual exceptional education in Orange County, Florida began in 1985 in response to concern for a growing population of exceptional students who were also limited in English proficiency. The purpose for initiating a federally funded Title VII project was to expand existing district services to the handicapped LEP students.

The grant proposal stated that there were two major goals for improving and expanding the district's exceptional transitional bilingual education program:

1. to develop, demonstrate and package methods, procedures and materials for identifying, placing and instructing handicapped LEP students

2. to develop, demonstrate and package personnel and parent training components that the district and other school systems can use on a continuing basis.

Currently, the project is staffed by a project manager, a full-time resource specialist, and a part-time parent liason/social worker. Six teachers and four full-time aides are employed at two elementary schools, one middle school, and one high school. The project currently serves 74 EMH and LD students who are LEP, and as Table 1 indicates, the numbers are growing; the students are primarily from Puerto Rico.

Table 1 Breakdown of Handicapped LEP Students in Orange County Program

Level	Year 1		Year 2		Year 3	
	LD	EMR	LD	EMR	LD	EMR
K-5	22	15	25	24	23	20
Middle School	9	3	13	4	17	6
High School	*	*	5	1	6	2
Total	31	18	43	29	46	28

* As part of the project's expansion activities, the high school program was initiated during the second year of the project.

The specific objectives of the project were to:

1. Expand the existing elementary program for handicapped LEP students.
2. Develop exit criteria for moving students from the exceptional transitional bilingual education program.
3. Develop and pilot test a secondary program for handicapped LEP students.
4. Provide inservice training of teachers and support personnel in strategies and techniques for working with handicapped LEP students.
5. Develop and implement a special education component to train parents of handicapped LEP students in the goals and objectives of the district's program, the implications of their children's handicaps, their role in planning their children's educational future, and in strategies, methods, and materials to reinforce their children's schooling in the home setting.

This paper will report selected results of achievement of project goals and objectives which specifically relate to feedback provided by the external evaluator.

EVALUATION DESIGN

The design of this evaluation consisted of a process evaluation to assess the extent to which the project has achieved its objectives during the first two years and a

product evaluation to assess student performance across the three year period. Data were collected by means of interviews with project personnel, site visits to the project schools, review of documentation of implementation, and review of pupil progress data.

Initial contact as an evaluator with Orange County Schools' bilingual exceptional education project was after the project had been operating for about two months. At that time the project director, resource specialist, and I met to discuss my role as external evaluator of the project. We also established the methods to be used for evaluating the project and the types of data collection required for each of the three years of the project. We set up timelines for receipt of data and for my visits to the district.

During the first year, my input was somewhat supervisory in nature, particularly with regard to the data collection and maintenance procedures. The following data were decided upon during the first year and are being kept over the three years of the project to assess pupil performance and progress:

Name
ID
Date of Birth
Attendance (number of days present over number of days in district)
Exceptionality (EMH, SLD resource, SLD Self-contained, Etc.)
Date entered into program
Teacher rating of L1/L2 proficiency (natural language ratings)
Checklist objectives L1/L2 (see Attachment 5)
Brigance L1/L2 scores:
- Word Recognition grade level placement;
- Reads Orally level;
- Reading Comprehension level;
- Math grade level in 4 basic computations L1;
- Math word problems L1

Language Assessment Battery L1/L2 scores:
- level administered;
- speaking, listening, reading, and writing subtest raw scores;
- total battery raw scores;

Exit dates, reasons for exit, school, and ESE placement
Exit Follow-up results: teacher survey data, attendance, Checklist results
Any drop-outs from school
Any retainees

Unfortunately, my suggestions for utilizing a microcomputer-based system for maintaining the project data were not implemented due to time and budget constraints. However, the project's resource specialist developed a one-page summary data sheet for each project

student (see Attachment 1) on which these data are entered and then forwarded to the evaluator for review and subsequent analysis.

IMPLEMENTATION

My objective for the second year's evaluation was to get some measure of implementation of the project's goals. The project director and I developed a checklist of items based on the things she and the teachers wanted to see accomplished during the three years of the project (see Attachment 2). Our goal was to measure constructs unique to bilingual special education and different from regular special education, although there is some overlap. Key features of the program are typed in bold face. Each of the items on the checklist were rated during three observations at the beginning, middle, and end of the second year of the project. Results of these observations were communicated to the project director who in turn communicated the results to individual teachers; general observations about the site visits were also discussed in group meetings.

On the whole, the project teachers were implementing key elements of the program quite effectively (see Table 2 and Figures 1-8). For purposes of analysis, I combined the key elements into their larger descriptive categories for all six project teachers.

Table 2 Mean Ratings of Key Elements of Implementation Checklist Across Time (n=6)

	Time 1	Time 2	Time 3	Overall
Methods	2.99	3.69	3.94	3.56
Content	3.06	3.58	3.81	3.51
Materials	2.67	3.75	3.25	3.27
Environment	3.00	3.70	3.83	3.53
Evaluation	3.30	3.50	3.92	3.60
Management	3.23	4.03	3.75	3.68
Teacher	4.25	4.60	4.45	4.45

Examination of the ratings on the checklist indicate that the project teachers were increasingly implementing the project's goals; their greatest strength, according to the checklist was in the area of teacher characteristics, which includes teacher warmth, high expectations, specific praise, and humor. Upward trend lines were also observed in the areas of Method, Content, Environment, and Evaluation.

Feedback using the checklist also resulted in several important changes during the implementation phase of the project:

1. **Increased time on task.** After the initial site visit using the checklist, I recommended that each of the teachers be reminded of the need to keep the students on-task for efficient use of classroom time. Subsequently, the project teachers discussed time-on-task issues at one of their monthly meetings so that the next visit revealed significant improvement in this area. In the case of the resource LD teacher at the elementary school site, a half-time LD teacher was added to work with the non-LEP LD students so that the bilingual LD teacher would have more time to interact with and monitor the LEP students.

I also suggested that time might be more effectively utilized if each student had his or her own folder to pick up at the beginning of class; this folder would contain instructions for daily work based on objectives from the IEP and a list of materials, dittos, resources, etc. to be used by the student. In this way, students would not have to spend time waiting for the teacher to tell them what to do or to check his or her work, but could go to the designated item in the folder. Work could then be checked at the teacher's convenience. Several of the teachers have chosen to organize their instruction in this way, particularly for the resource students.

2. **Use of Teacher Aides** Initial site visits to the project classrooms revealed the project teachers' heavy reliance on their teacher aides to conduct one-on-one instruction with students having difficulty or who were especially slow. Rather than serving the purpose of individualizing instruction, this practice served to isolate these students from the teacher, the other students, and the group lessons being taught. It appeared that the students having the greatest needs were not receiving an appropriate amount of interaction with the person most qualified to assist them, the classroom teacher. After simply pointing this practice out to the project staff, their awareness of this behavior and its potential effect rose, and the use of aides began to change. I suggested that the aides might be more

appropriately used to monitor group seat work after a group lesson while the teacher worked with an individual or small group needing special attention or instruction. Subsequent visits to the project classrooms indicate a more balanced use of teacher aides by most project teachers.

3. **Greater use of the second language** Although the program at OCPS is a transitional bilingual program, my first visit to the school sites revealed a strong emphasis on the home language (Spanish), with entire observation periods going by without any English being spoken by the teacher, although many of the students were speaking English among themselves. My suggestions for striking a better balance of the two languages were: a) to build English language skills through greater usage (especially where concrete referents were involved; e.g. "Line up please."), b) to emphasise ESOL, and c) to utilize the home language to clarify subject area content when necessary and expedient. This advice was communicated to the project staff, and after a great deal of discussion by everyone concerned, was initiated and implemented. Consultants were utilized to inservice the project staff (as well as regular classroom and special education teachers) in ESOL methodologies and techniques and in balancing the two languages for optimal instructional effectiveness. Greater use of English by both teachers and students was observed during the evaluator's following site visits using the checklist.

The implementation checklist proved to be a useful tool for observation. In the first place, I believe that it was helpful for the teachers to be reminded once again of the key elements toward which they were to direct their energies. Secondly, the feedback from an "objective observer" was viewed as necessary and worthwhile. The checklist also enabled me to focus my observations and look at progress over time.

EXIT CRITERIA

In addition to the site visits using the implementation checklist, the evaluator worked with the project director and resource specialist on establishing exit criteria for handicapped LEP students; these criteria were later published in the district's procedures manual. A number of criteria were utilized based on evidence from the literature and suggestions from practicioners in the fields of bilingual and special education. An excerpt from the procedures manual is included in Attachment 3.

At the beginning of the second year of the project, data were collected by the external evaluator to provide

information on the English oral language proficiency scores of regular (non-LEP) EMH and SLD students in the district, as measured by the Language Assessment Battery. The purpose of the testing was to establish a baseline proficiency level in listening, reading, and writing for regular special education and provide a research-based model for1 establishing exit criteria from bilingual special education to regular special education. A stratified random sample of 158 native English-speaking students was obtained in second, fourth, and sixth grades. These students were tested using the Language Assessment Battery, an instrument for measuring both oral and academic language proficiency in English or Spanish. This particular instrument is used by the district for testing all students whose native language is Spanish, and was utilized in the project as a standardized measure of progress over time. Preliminary results of total LAB scores of handicapped English-speaking second, fourth, and sixth grade students are presented in Table 3.

Table 3 Mean Percentile Ranks for Total LAB Scores of English-speaking Exceptional Students

	Level I (grade 2)	Level II (grade 4)	Level III (grade 6)
EMH	13 (n=8)	8 (n=10)	11 (n=8)
SLD Resource	60 (n=12)	35 (n=19)	22 (n=12)
SLD Full-time	24 (n=14)	20 (n=10)	22 (n=13)

Preliminary results of the LAB testing indicate that the current criteria of a percentile rank of 30th percentile or better for exit may be high for EMH students at grades 2, 4, and 6 and that the criteria may be slightly high for full-time SLD students in the three grades tested, as well as for SLD resource students in grade six. It appears that the Level I test was easy for the SLD resource students in grades two and four. These data will be correlated with the actual spring LAB scores of successfully exited project students at the end of the third year of the project.

PUPIL PROGRESS

As indicated earlier in the paper, a large amount of data is being compiled and maintained on the project students. These data are kept for both current and exited project students. Unfortunately, a control/comparison group design is not feasible due to the small number of comparison students at each grade level who are handicapped and LEP, but who are not receiving services from the project. Evaluation of pupil progress, therefore, will be conducted as a time series design, where student progress will be plotted across the three years of the project on the LAB, Brigance, and L1/L2 Checklist. Results will be presented according to exceptionality and grade levels (primary, intermediate, middle, and high school).

The project in Orange County saw the exit of a number of its project students to regular special education classrooms during the three years of operation, so it was important to follow these students carefully in order to complete the data for evaluation. Based on my recommendation, all exited project students are given the same battery of tests by the resource specialist as the project students. In addition, a follow-up form was developed by the resource specialist (see Attachment 4) to be sent to the classroom teacher each semester after exit to ascertain if there were any difficulties in adjustment or need for additional assistance. This form is returned to the project office along with a copy of the student's report card and reviewed. Any difficulties are promptly addressed by the project staff. In nearly all cases, the exited students have done remarkably well in regular special education classes.

SUMMARY

Part of the evaluator's job is to establish himself or herself as a team player on any important project. The interaction of OCPS' Title VII project staff and the external evaluator has been one of collaboration since the very beginning of the project. The project administration and staff have been very open to suggestions for improvement throughout the course of this project. The team approach has made for effective utilization of feedback from the project evaluator for ultimate improvement of services to handicapped LEP students in Orange County.

ATTACHMENT 1

DATA SHEET

NAME: _____ ID #: ___-___-____ D.O.B.: __/__/__

1st LANGUAGE: _____

SCHL YEAR 88 - 89	ENTRY DATE ESE	ESEB	STAFFING	EPC	EXCEPTIONALITY (IES)
GRADE: ___					

SCHOOL YEARS 85-86 TO 88-89								
CATEGORY	85-86		86-87		87-88		88-89	
ATTENDANCE	ABSEN	TOTAL	ABSEN	TOTAL	ABSEN	TOTAL	ABSEN	TOTAL
LEVEL (NAT APP)	DATE	SCORE	DATE	SCORE	DATE	SCORE	DATE	SCORE
SPANISH								
ENGLISH								
CHECK LIST								
SPANISH								
ENGLISH								
LANG ASSMNT BAT								
SPEAKING S/E								
LISTENING S/E								
READING S/E								
WRITING S/E								
TOTAL RS S/E								
%TILE RANK S/E								

S/E = Spanish
English

SCHOOL YEARS 85-86 TO 88-89								
CATEGORY	85-86		86-87		87-88		88-89	
BRIGANCE								
ORAL READING	DATE	SCORE	DATE	SCORE	DATE	SCORE	DATE	SCORE
SPANISH								
ENGLISH								
READING COMP SPANISH								
ENGLISH								
LISTENING COMP SPANISH								
ENGLISH								
COMPUTATION ADDITION								
SUBTRCTN								
MULTIPLI								
DIVISION								
WORD PROBLEMS SPANISH								
ENGLISH								
READINESS SPANISH								
ENGLISH								
RETAINED	YES	NO	YES	NO	YES	NO	YES	NO

EXIT DATE: _____ EXIT PLACEMENT: _____

EXIT REASON:

COMMITTEE REC: ___ PARENT REC: ___ MOVED: ___ DROPPED OUT: ___

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ATTACHMENTS

ATTACHMENT 2

ESEB Program Checklist

School:_____ Teacher/Class:_____ Date:_____

Key instructional features 1987-88 in **bold type**	Fully implemented 5	4	3	2	Not implemented at this time 1
Management of Instruction:					
Methods/Techniques					
cooperative group activities					
use of poetry, rhymes, songs					
inclusion of students' culture					
multisensory methods					
individual remediation					
meaningful language					
peer tutoring					
recognition of learning styles					
narratives					
content-based ESOL					
Content					
language development (Eng.)					
language development (Sp.)					
reading (Sp.)					
concept dev. - science (Sp.)					
concept dev. - math (Sp.)					
concept dev. - social studies (Sp.)					
content approp. to skill levels (IEP)					
critical thinking skills					
learning strategies					
"vocational" skills					
Materials					
high context materials					

3mr211

ESEB Program Checklist

School:_____ Teacher/Class:_____ Date:_____

Key instructional features 1987-88 in **bold type**	Fully implemented 5	4	3	2	Not implemented at this time 1
Environment					
opportunity for practice					
friendly interactions					
Evaluation/Assessment					
monitoring of student work					
language sampling					
precision teaching					
Management of Behavior:					
on-task behavior					
behavior management system					
use of teacher aide					
Teacher Characteristics:					
warmth					
high expectations					
specific praise					
humor					

ATTACHMENT 3

POLICY ON PROVIDING EXCEPTIONAL EDUCATION SERVICES TO LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

Public Law 94-142, EHA, requires that assessment to determine the need for special education and related services must be accomplished in a language the student understands. If a student who is limited English proficient is staffed into an exceptional education program, the staffing commitee must have determined that the handicap exists in the student's dominant language, and not just in English.

Note: For the 1987-88 school year, direct services in a special classroom are available only for the following LEP populations:

EMH/Hispanic - Blankner, Tildenville, Jackson, Colonial
SLD fulltime/Hispanic - (same as above)
SLD parttime/Hispanic - Blankner, Jackson, Colonial

Indirect (consultative) services will be available to the ESE teacher for LEP students staffed with other handicaps, and to the ESOL or bilingual teacher for LEP students staffed who speak a language other than Spanish.

ELIGIBILITY (Direct Services)

A. On an individual evaluation of language dominance, the student is determined to be eligible for bilingual services using either of the following instruments:

1. The Language Assessment Battery (LAB). This will be administered by the Bilingual/ESOL office. The student must score at or below the 20%ile in English.

2. The Language Assessment Scales (LAS). This will be administered by a bilingual school psychologist. The student must score at Level III or below.

B. On individual evaluations administered in Spanish, the student meets entrance criteria for an exceptional education program as specified by state and district criteria (refer to other sections of this handbook).

ELIGIBILITY (Consultative Services)

A. On an individual test of English proficiency, the student is determined to be eligible for ESOL services. The student may be found eligible by using either of the following instruments:

1. The Language Assessment Battery (LAB). This will be administered by the Bilingual/ESOL Office. The student must score at the 30%tile or below in English.

2. The Language Assessment Scales (LAS). This will be administered by a bilingual school psychologist. The student must score at Level III or below.

B. On individual evaluations administered by a bilingual school psychologist in the student's native language through an interpreter, the student meets entrance criteria for an exceptional education program as specified by state and district criteria (refer to other sections of this handbook).

REFERRAL, EVALUATION AND STAFFING

Evaluation of English and native language competencies will involve the following procedures and personnel:

A. Screening of language dominance or English proficiency by the Bilingual/ESOL Office to determine eligibility for bilingual and/or ESOL services.

B. Notification to the home or receiving school by the Bilingual/ESOL Office if the results of the screening indicate the need for further assessment. (This will be noted on the Student Primary/Home Language Survey form.)

C. Referral by the home or receiving school to Psychological Services. Note: As with any other referral, an effort should be made by the school, by way of Educational Planning Team meetings or other methods, to address the needs of the student before referring the student for psychological testing. With LEP students, the contribution of cultural factors to a student's learning or behavior patterns should be kept in mind.

D. Evaluation by a bilingual school psychologist in English and in the student's native or dominant language to provide additional information regarding levels of proficiency and possible handicapping conditions.

E. Completion of the Language Proficiency Checklist (which may be obtained by calling the Curriculum Resource Teacher for the ESE Bilingual Program) by bilingual or other personnel who have been working directly with the student.

F. Completion of the Speech/Language Checklist by bilingual or other personnel who have been working directly with the student, and referral to the bilingual speech/language pathologist if preliminary screening or individual evaluation results indicate a need.

For a list of required forms and persons required to be at the eligibility and placement staffing, refer to other sections of this handbook.

Additional forms required for eligibility staffings of LEP students:

Student Primary Home Language Survey Form
Language Proficiency Checklist
LEP IEP second page

Additional required persons for eligibility staffings of LEP students:

Bilingual School Psychologist
Curriculum Resource Teacher, ESE Bilingual Program (if the bilingual psychologist cannot be present)

RE-EVALUATION AND DISMISSAL

When the teacher or parent feel the student should be considered for placement in a "regular" exceptional education class, i.e., one which does not include services from the ESE Bilingual Program, a re-evaluation must be completed.

For required forms and procedures for re-evaluations, refer to other sections of this handbook.

Additional required forms for re-evaluation EPCs of LEP students:

Language Proficiency Checklist
Results of updated LAB or LAS (within 6 months)

Additional required persons for re-evaluation EPCs of LEP students:

Bilingual School Psychologist
Curriculum Resource Teacher for ESE Bilingual Program (if bilingual psychologist cannot be present)

Guidelines for determining when a student should be considered for placement in a "regular" exceptional education class are as follows:

A. Gradual mainstreaming into a "regular" ESE class has been successful, or gradual use of English by the ESEB teacher has been successful, as documented by progress reports and/or observations by teachers.

B. Progress is evident on the LEP IEP page, and the Language Proficiency Checklist shows mastery of all BICS (Basic Interpersonal Communication Skills), and a portion of CALP (Cognitive/Academic Language Proficiency) skills.

C. The teacher rates the student as being in the

Intermediate Fluency stage in English, according to the hierarchy of second language acquisition (as described by in the Natural Approach)

D. The student scores above the 30%ile in English on the LAB or at Level IV or above on the LAS.

Guidelines for determining when an LEP student should be dismissed from exceptional education are as follows:

A. If the student, upon re-evaluation, demonstrates that he/she no longer has a need for exceptional education services, but still qualifies for bilingual or ESOL services, the student should be dismissed and referred to the Bilingual/ESOL Office.

B. If the student, upon re-evaluation, demonstrates that he/she no longer has a need for exceptional education services and does not qualify for bilingual or ESOL services, the student should be dismissed in the same manner as any other ESE student.

For required forms and procedures for dismissals, refer to other sections of this handbook.

ATTACHMENT 4

December 1, 1987

MEMORANDUM

TO: SELECTED ESE TEACHERS

FROM: JULIE LIVESAY JSL
Senior Administrator
Exceptional Education Program Development

SUBJECT: EXITED ESE BILINGUAL PROGRAM STUDENTS

In 1986, Orange County received a Federal Grant under Title VII which allowed the ESE section to expand the newly created Exceptional Student Education Bilingual (ESEB) Program.

During the 1986-87 school year, several students who were in the program were exited to regular ESE classes. In order to comply with the requirements of the grant, these students must have their progress monitored and continue to participate in the follow-up studies at least until June 1989. Attached to this letter is a form to be completed regarding these students. As the school year is now well under way, and students and teachers have had time to adjust and become familar with each other, it should not be difficult to do.

Please take the time to complete the form as soon as possible. Return it with a copy of the student's report card via courier mail to the address indicated below. If you have any questions regarding the form, please call 423-9249 for assistance.

Please return all information requested by December 16, 1987 to:

Maria Briganti
ESE Bilingual Resource Specialist
Administrative Center

3mr102

cc: Maria Briganti

ESEB Program: CONSULTATIVE SERVICES

Date: _____

Student: _____

D.O.B. _____ Age: _____

School: _____

Program: _____

Teacher & Program	Subject	Student has adjusted	
		YES	NO
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

If the student has not adjusted, please describe any problem the student may be experiencing as you see it. _____

_____

_____

_____

_____

If any adjustments have been made in curriculum, techniques or methods please describe briefly. _____

_____

_____

_____

_____

Would you be interested in receiving inservice training to assist you in working with Limited English Proficient exceptional students ? YES NO

For further information contact the Orange County Public Schools ESEB office at 423-9249.

FIGURES

BILINGUAL EXCEPTIONAL PROGRAM IMPLEMENTATION CHECKLIST

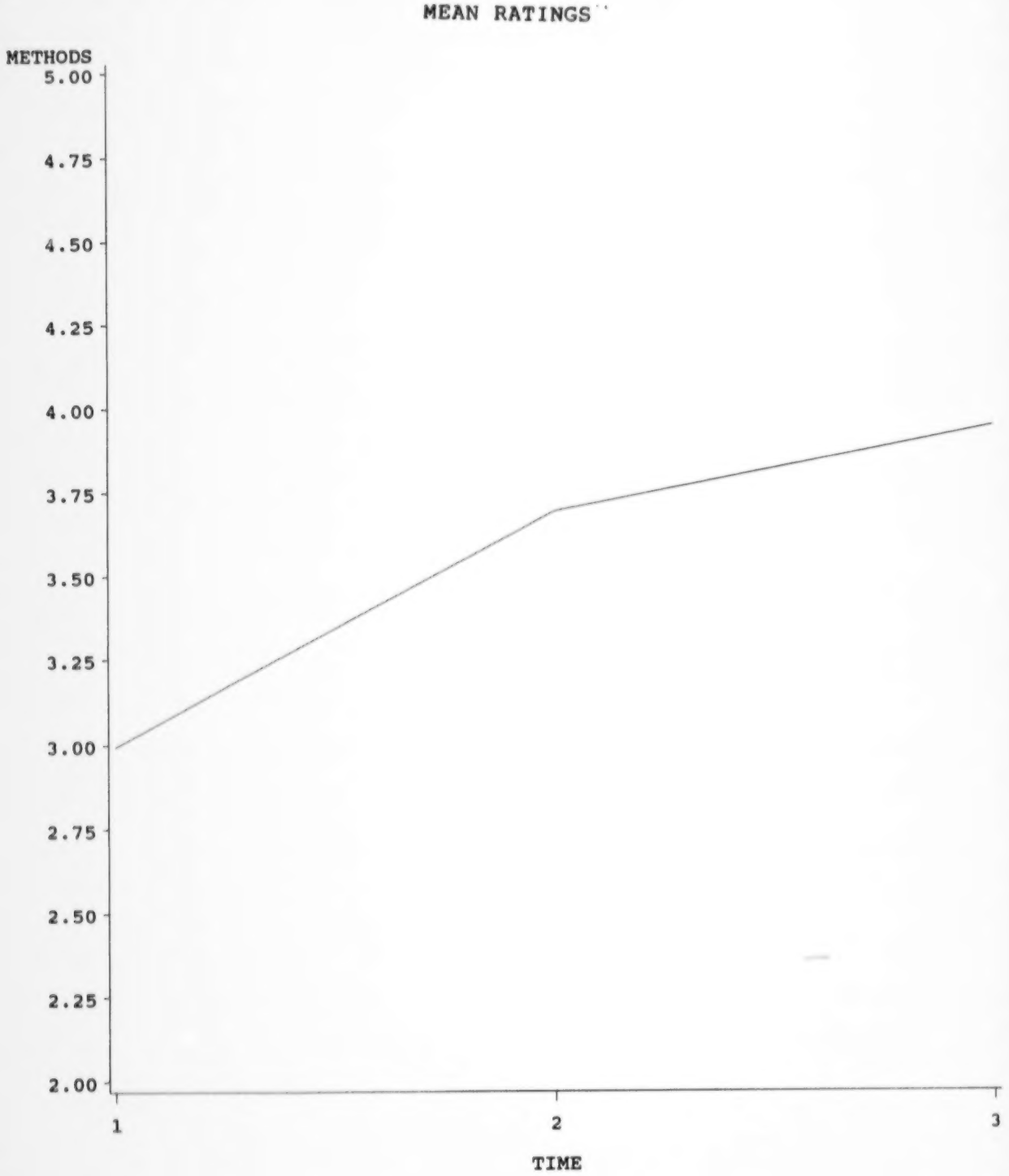


FIGURE 1

BILINGUAL EXCEPTIONAL PROGRAM IMPLEMENTATION CHECKLIST

MEAN RATINGS

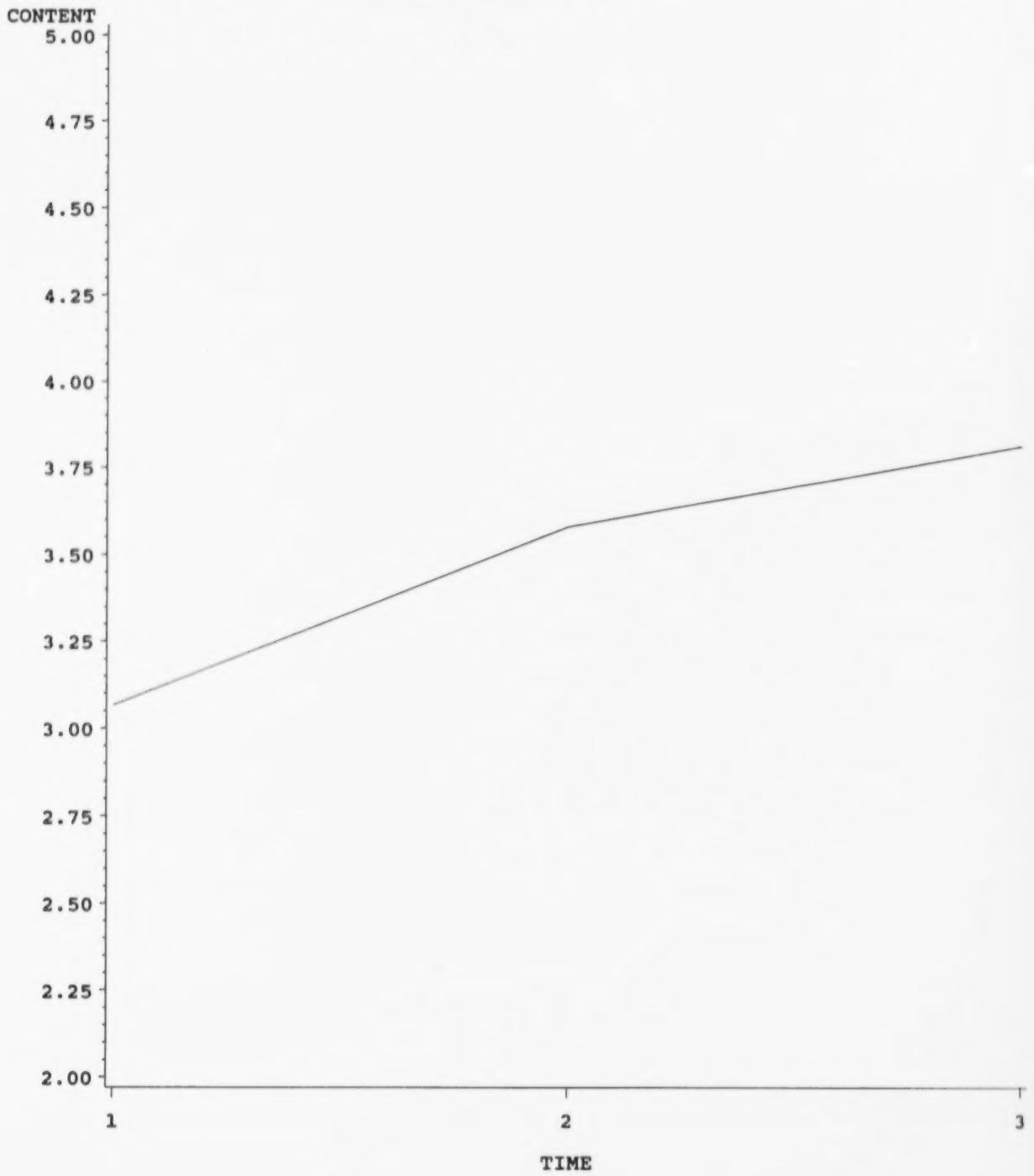


FIGURE 2

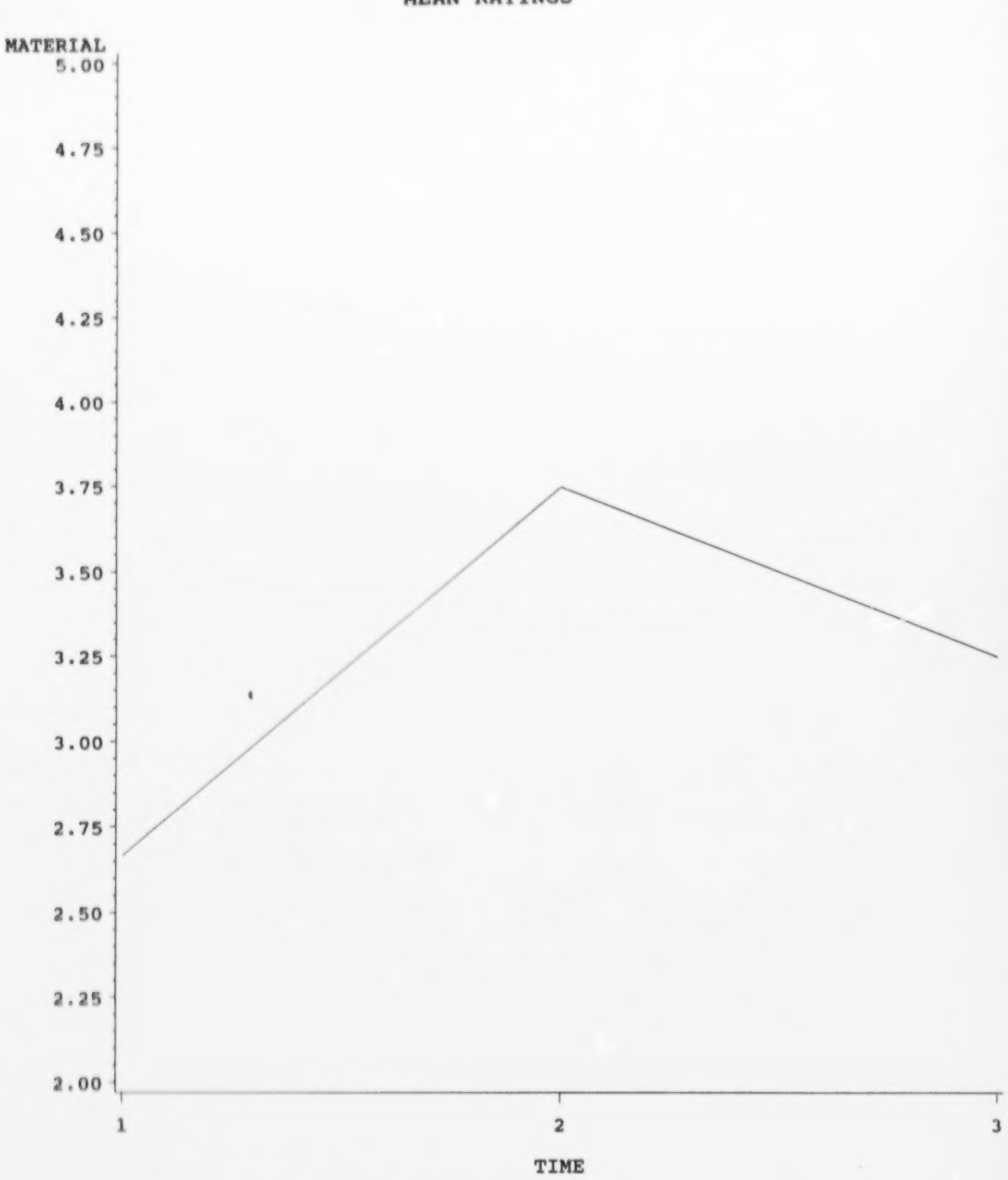
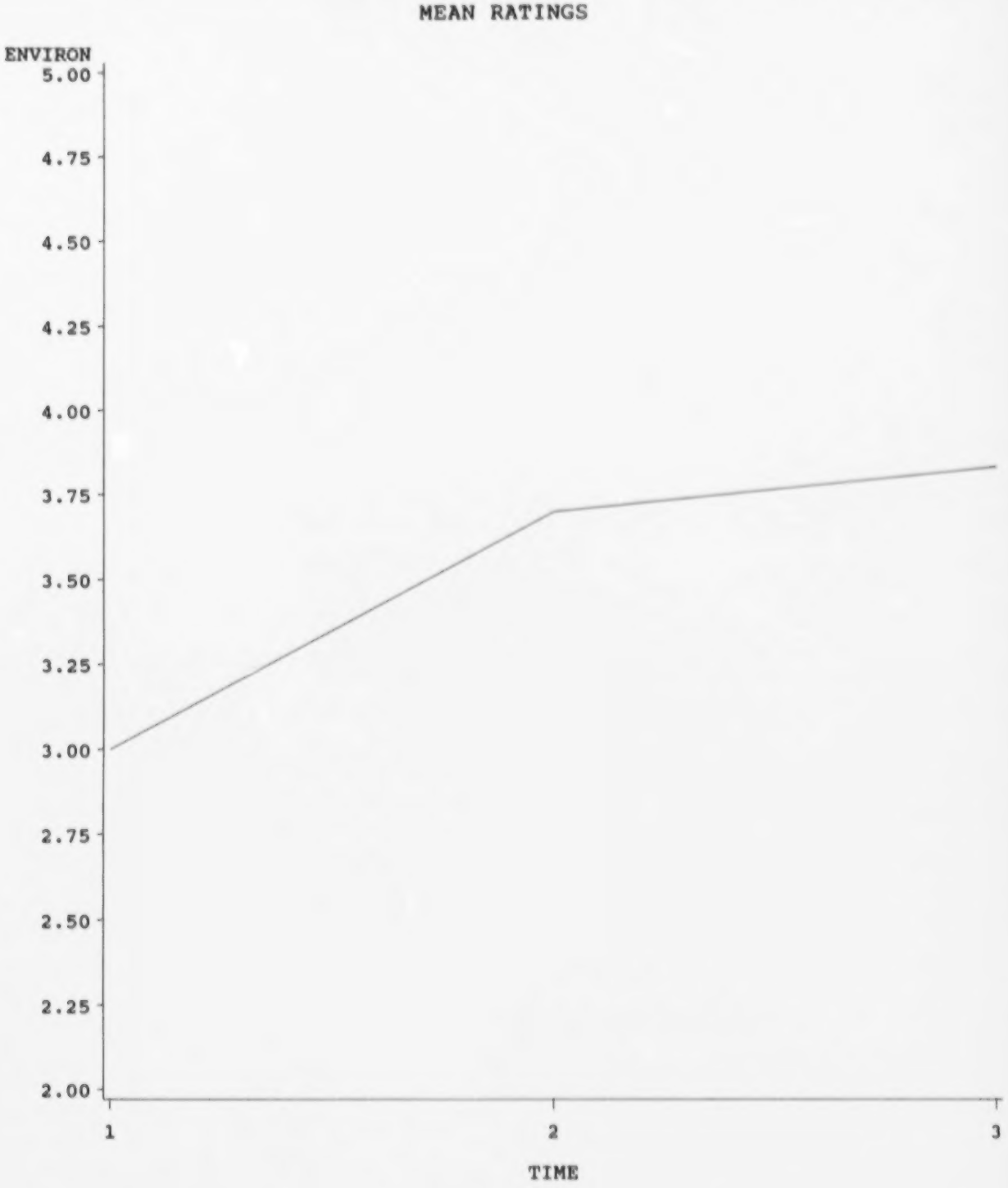

MEAN RATINGS
MATERIAL
5.00
4.75
4.50
4.25
4.00
3.75
3.50
3.25
3.00
2.75
2.50
2.25
2.00
1
2
3
TIME

FIGURE 3


MEAN RATINGS
ENVIRON
5.00
4.75
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3.00
2.75
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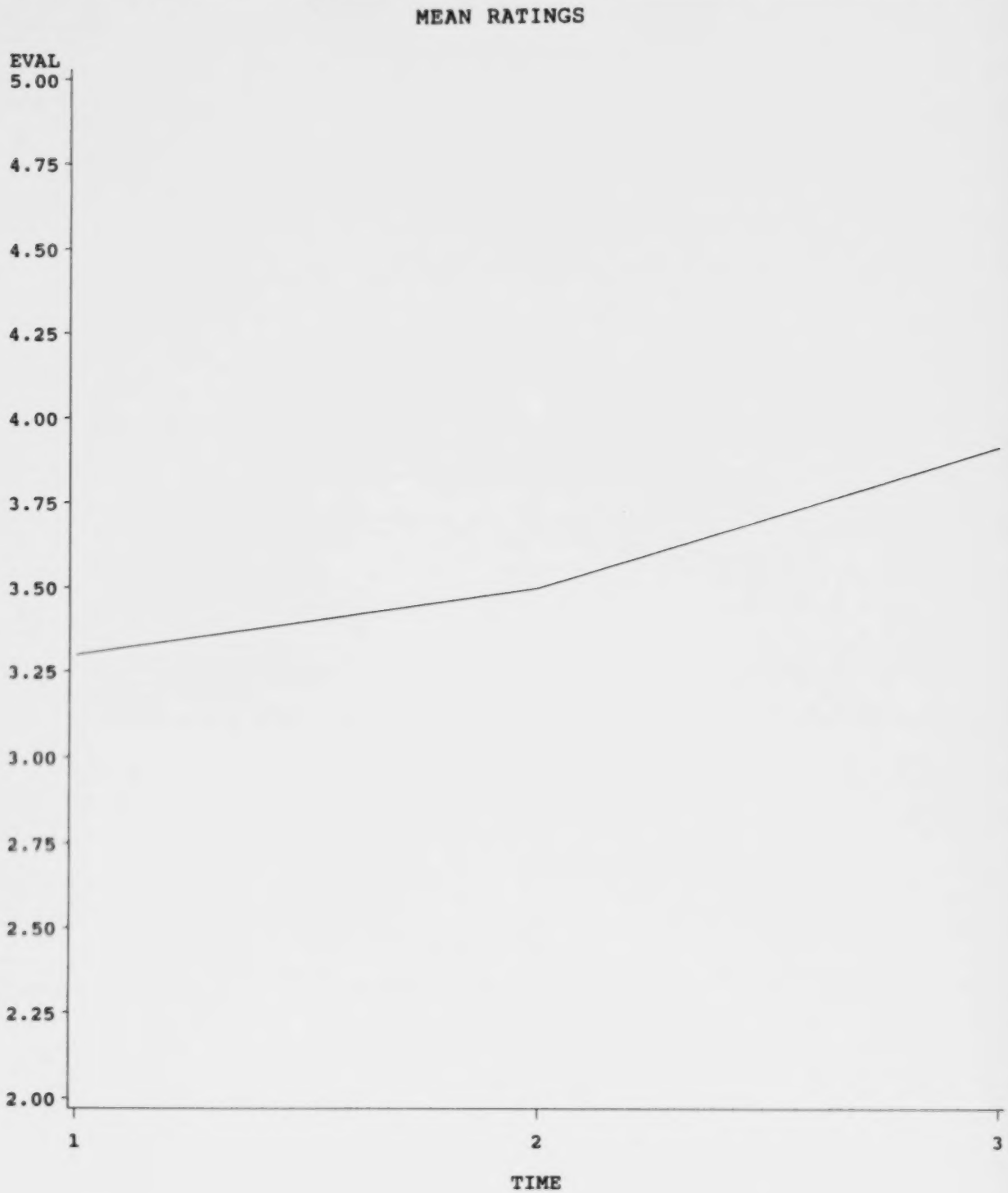
1
2
3
TIME

FIGURE 4


MEAN RATINGS
EVAL
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4.75
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4.00
3.75
3.50
3.25
3.00
2.75
2.50
2.25
2.00
1
2
3
TIME

FIGURE 5